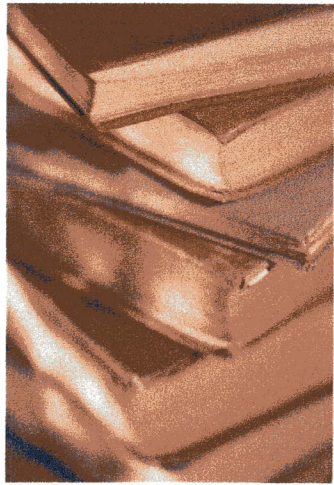


# R E A D I N G



## Resources

- <http://www.kidsgardening.com/Dig/DigDetail.taf?ID=857&Type=Art>
- <http://www.gardening-with-kids.com/gardening-with-kids-hangs-2.html>
- <http://www.pitt.edu/~dash/folktexts2.html#n>
- <http://www.english-gardening.com/Lore/vegetables.htm>
- <http://www.greenteacher.com/articles.html>

## Suggestions from The Green Teacher magazine....

1st

- ❖ The book *Just a Dream* by Chris Van Allsburg (ISBN: 0-395-53308-2), is a useful vehicle for introducing the theme "Sustain Our World." Its central character is Walter, and the story focuses on Walter's dream of the future. The activities below allow students to investigate issues raised in the story:

2nd

- ❖ **Million Year Picnic**

Using a time line, illustrate how long it takes for each of the picnic items identified in the story (cotton, juice box, tin, paper, glass, etc.) to decompose.

3rd

- ❖ **Landfills of the Future**

Help students make a list of organic and inorganic substances and construct a simple compost. Students complete their study by illustrating or writing a description of Walter's landfill of the future. Similar activities on other aspects of Walter's dream may be integrated into the reading of the story. Other stories, such as *The Lorax* by Dr. Seuss (ISBN: 0-394-92337-5), may serve as a starting point to investigate other aspects of sustainability. [*A Window On The World*, a 175-page annotated bibliography of such stories is available for \$10 from the NB Global Education Centre, Box 752, Fredericton, NB, E3B 5R6, (506) 452-1744.]

- ❖ **Legends**

Many stories, myths and legends relate the origin of the sun or the role the sun plays in our world. Read and discuss several of these with the students, pointing out the difference between fact and fiction. Some suggested books are: *Legends of the Sun and Moon* by Erice Hadley; *The Miser Who Wanted the Sun* by Jurg Obrist; and *Sun and Moon* by Marcus Pfister. Have students write their own class story about the sun and its importance to our world, or create a legend about the sun's origin. Put your class story together in the form of a "big book," include illustrations, and share your big book with other classes.

- ❖ **Seed Visualization**

Using creative visualization, have children experience themselves as plants, focus on their growth and what promotes it. Simple relaxations exercises, imaginative movement and periods of quiet would help in preparation. (Susan Fountain, *Learning Together*, UK: Stanley Thornes Publishing, 1990).

- ❖ **Measuring Growth**

Have children measure themselves (height, weight, hands, feet, etc.) over time. At the same time, have children measure and document the growth of plants in their classroom garden.

- ❖ **ABC Hike**

Walk around outside looking for things that begin with the letters of the alphabet. As you come across an ant, have the students either write about or draw a picture of the ant under the letter A. See how many letters of the alphabet you can cover.

- ❖ Advertisements  
Have the students write advertisements or illustrate posters encouraging popcorn purchasers to be aware of packaging and its impact on the environment.
- ❖ Pattern poems: Read the picture book *Echoes for the Eye* by Barbara Juster Esbensen (HarperCollins, ISBN 0060243988) which contains thought-provoking poems about patterns in nature such as spirals, branches and circles. "In summer gardens sunflowers hold yellow faces to the sky. Count the whirling 55, the dizzy spinning 89, the rows and rows of old Italian arithmetic!" Students will look at everyday things like storms, leaves, and even their own ears, in a different way after reading these poems. Challenge students to find the patterns in other ordinary objects and write poems about them. -- (EK)
- ❖ Sky stories: Cloud watching is a great way to look at shapes and patterns. Take your class outside on a partly cloudy day to lie in the yard and dream up stories told in the clouds. Afterwards, students can write a creative story or draw pictures of the scenes they observed. -- (CD)
- ❖ Most animals become endangered because they lose their houses. Read the Dr. Seuss story *The Lorax* to the students: this helps them to realize the difficult position that animals are put into when, as in this story, all of the Truffula trees are cut down.

